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ABSTRACT

In discussing the problem of a current and future shortage of well-qualified minority teachers, it is pointed out that this shortage is only one manifestation of the enormous systemic failure of urban schools; minority children and youth are receiving an inferior education in inadequate elementary and secondary schools. New reform efforts aimed at recruiting more minorities into teaching are examined critically, and the flaws of these efforts, both practical and philosophical, are discussed. Improving the quality of preschool, elementary, and secondary schools in urban areas is viewed as the fundamental way of improving the number of minority teachers. Each of the following ideas for improving the quality and quantity of minority teachers is discussed: (1) teaching versus screening as a strategy for recruiting more minorities into teaching; (2) partnership between two- and four-year institutions is a fruitful approach for recruiting and training more minority teachers; (3) new forms of post-baccalaureate teacher training aimed specifically at minorities will be needed; and (4) new forms of teacher training, not controlled by universities, can be vehicles for attracting more minority teachers. (JD)

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Proposals for Recruiting Minority Teachers:
Promising Practices and Attractive Detours

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The Problem

It has been estimated that between 1986 and 1992 approximately 1.3 million teachers will be hired in the United States. If the number of new minority teachers is not increased we will have a situation in which all children will be ". . . confronted with almost exclusively white authority figures in the schools" (Carnegie Forum, 1986).

There is no question that this is primarily an urban teacher shortage. In the 120 largest school districts serving between 9 and 10 million youngsters, there is the greatest concentration of "at-risk" students; i.e., those who teacher education graduates do not choose to teach (Haberman, 1987). We have examples in almost every state where the major urban areas are utilizing the uncertified or the misassigned while neighboring suburbs have up to 500 applicants for each job (Haberman, 1986). In the Los Angeles Unified District, 52 percent of the 600,000 students are Hispanic. In Fall, 1986, 2,200 teachers were hired, 60 percent of whom were emergency credentialed. These were new teachers without professional training. But even hiring such individuals resulted in only 5 percent of the new hirees being Hispanic (Taylor, 1986). These same levels of marked growth in Hispanic and Black children with very limited growth in minority teachers, even where traditional certification regulations are circumvented, portends a serious deepening of the problem throughout the urban school districts of America. This is not to argue that we want minorities to teach only minorities. Quite the contrary! All our children need the opportunity to experience a realistic representation of America among the teachers who educate and socialize them. I stress the urban dilemma for two basic reasons: first, to highlight the needs of urban

children who also end up with white teachers but whites who have not had teacher training, and second, to underscore the complete and continuing failure of the Schools and Colleges of Education to prepare either minority or white teachers for urban schools.

Against this background is a deepening need for minority teachers ". . . projection of current trends are that Blacks will be only 5 percent of the teaching force by 1990. The prospects for other minorities being well represented in the teaching force also do not look promising. . . . Only 7 percent of Hispanics, for example, complete college" (Carnegie Forum, p. 79). When we consider that all our universities confer only 100,000 new bachelor degrees per year on all minority students in all disciplines and that less than 10 percent of these students are in teacher education (in most major universities, this number is less than 5 percent enrolled in teacher education), the question of where minority teachers will come from can have only two basic responses. Minority enrollment in university programs of teacher education must increase, and/or, there must be new ways of recruiting and preparing minorities for teaching outside of traditional, university based teacher education. After studying and working on this problem for more than 25 years I am convinced we must try both avenues, but for universities to do better they must be willing to make structural changes that they have thus far resisted. Similarly, alternative certification and other approaches that circumvent university control over certification must also be willing to make significant changes in the way they recruit and hire beginners with little or no training before we will get more minority teachers through either route.

There are numerous explanations offered to account for the decrease in the number of minorities who are in universities but engaged in fields other than teacher education. Rather than endless debate over the validity of these various explanations, our concern here will focus on the facts of the matter. Most minorities in the university are pursuing degrees in business, engineering and social science. There are even higher numbers of minority students who declare they are "undecided" than there are who express a preference for pursuing studies in health fields, computer science or education (ACT, 1986). In truth, teaching comes in far behind not only other fields of study but a distinct loser to "undecided."

Current data appears to be contradictory regarding the number of teachers needed and whether there is a real teacher shortage. I believe that those who argue there is no real shortage are doing what the two statisticians did when they fired at the same target. One missed 20 feet to the left; the other missed 20 feet to the right. They then jumped up and shook hands because they averaged a bullseye. Those who argue there is no teacher shortage reach their conclusion by comparing the total number of teacher graduates with the number of potential jobs. They then conclude "bullseye!" But they conveniently ignore the reality that in many states less than 30 percent of those prepared for teaching actually take teaching jobs because most teacher education graduates won't work in our urban schools (Wisconsin D.P.I., 1986). They also ignore the reality of the several states and numerous city school districts where it is now legal for the untrained to be utilized as teachers. I consider those who have been publishing studies contending that there is no justification for projecting a teacher shortage to be statistical whores.

With the exception of the Great Depression and a few years in the early 1970's, there has been a continuous and ever deepening shortage of trained urban teachers since 1800. This history is of great importance because the shortage of minority teachers overlays and compounds the problem of traditional teacher education having always been out of sync with the need to provide teachers for the urban poor. And now that the urban poor have become a majority of minorities, this failure of traditional teacher education has been compounded by the urban growth and concentration of minority children and youth. Having too few minority teachers, is merely one manifestation of the enormous systemic failure of urban schools undereducating too few minority children and youth in inadequate elementary and secondary schools. Would there be a lack of potential minority teachers for Chicago and Evanston if the high school dropout rate in some Chicago high schools did not exceed 55%? Would there be a shortage of potential minority teachers for Detroit and Grosspointe if the dropout rate in some Detroit high schools did not exceed 75%? And beyond the dropout rates, what about the quality of the education offered many of these urban minorities who are handed high school diplomas? How many are simply "non-admits" at their local colleges and universities because no one ever told them they needed a course in geometry or a physical science? In 1980, only 32 percent of Black high school students were enrolled in the academic track of their high schools (Baratz, 1986). How many got meaningless GED's that raise their expectations but prepared them in no meaningful way for higher education? (Quinn, Haberman, 1986). While we concern ourselves with the valid and important problems of recruiting and preparing more minority teachers we must continue to emphasize the pervasive

and exacerbating problem of dismal urban schooling which cuts us off at the knees before we can even start the race. Unless and until the lower schools which serve the urban poor start providing adequate elementary and secondary education, even our most creative ideas will end up serving as palliatives rather than cures.

My projections of a continuing future shortage of urban teachers is based on the following: an increasing number of the teaching force is over 50 years of age and will seek retirement in the next few years. Several states will enable earlier retirements without penalty and will even offer inducements. Large numbers of teachers, particularly urban teachers, will continue to leave the profession for higher status, higher paying jobs. And we must not forget that one-quarter of all teachers now teach subjects for which they are uncertified and in many cases, even lack the requisite skills for becoming certified (Hodgkinson, 1986). The number of these out-of-license teachers (which must be an underestimate when we examine the data gathering process) is a greater problem in urban schools serving the poor and minorities than it is in even the remote rural areas where out-of-license teachers is also a common practice.

The NEA recently released a study indicating that Blacks in the teaching force have dropped from 7.8 percent to 6.9 percent in the last five years, while Hispanics and other minorities comprise only 3.5 percent of the teaching force. The trend in higher education is even more dismal where tenured faculties in major institutions (including women!) is less than 4 percent (Chronicle, 1987).

Attractive Detours

Granting my contention that the failure of urban schools is a basic cause of the shortage of minority teachers, we obviously cannot wait for the radical and comprehensive changes which would have to occur for urban schools to be overhauled. Were we to devote all our energies to improving urban schools and completely hold in abeyance our effort to get more minorities into teaching, now, we would be delaying those of us in teacher education who have a responsibility to do better given existing constraints. Extrapolating from this concept, I can appreciate the well-intentioned efforts of many who seek to recruit more minorities into teaching and who then also propose "basic" solutions that are too far reaching and unlikely to occur any time soon. These are admonitions or calls for change with which many of us can sympathize and agree but which should not deter us from seeking to recruit more minorities now. If they do, they serve as attractive detours; that is, conditions which, if they could exist, would indirectly and in the long-term perhaps make recruiting more minorities easier. But the problem with these attractive detours is that they have existed for decades (in some cases centuries) and have proven to be conditions which are highly resistant to change. They are detours because we would have to devote major resources to accomplishing these good things without knowing their potential impact on minority recruitment. What are these attractive detours?

1. Increase the salary of classroom teachers to such a degree that it will change the status of teaching. This is something we should all be for because it is a sound idea for everyone. But it must not become a prerequisite for recruiting more minority teachers. Much publicity has been

devoted to the salary schedule in Rochester, New York, which differentiates staff and which will take classroom teachers to \$70,000 per year. Such exceptional examples aside, how much media coverage goes to the fact that many uncertified substitute teachers in the City of Chicago currently earn about \$45 per day and that there is a substantial number of such "teachers." In some Chicago schools, as much as a third of the students on a particular day have some type of substitute. What are the reasonable qualifications we can expect of a person waiting for the telephone to ring to come to teach for \$45 per day in a Chicago school? Even if this individual worked 180 days, which most of them will not, s/he would earn \$8,100 per year. A second reason the call for higher salaries is an attractive detour is that the public believes that a strong leader is more important than decently paid, qualified teachers. This same school system that pays a substitute \$45 per day pays its superintendent more than \$120,000 per year (not counting fringes). And what's true in Chicago is true in teaching generally. Looking at the teaching profession as a whole, we are an inverted pyramid. Seven-hundred-fifty College of Education Deans (AACTE membership) earn between \$50,000 and \$100,000 per year. How does that compare with classroom teachers? Forty-five thousand Education professors teaching an average of 6-9 hours per week for thirty weeks per year earn from \$25,000 to \$80,000 per year. How does that compare with the classroom teachers they supposedly train? School psychologists frequently have private practices. How do their incomes compare with classroom teachers? How about the people in the schools, such as principals, assistant principals, guidance counselors, and engineers? How do their salaries compare with classroom teachers? How about the various

professional staff who organize and run the professional associations? How about the professionals staffs in the 50 State Departments of Public Instruction? How do their salaries compare to those of classroom teachers? All of these subsets and constituencies would not even exist were it not for the classroom teachers they purport to train, supervise, help and represent. Yet, it is the teachers who continue to earn less than any of their "advocates," "supporters," or "trainers." All of us outside of classrooms, the better paid, higher status "educators," are, in effect, on the backs of the most disadvantaged sector of our profession--the classroom teachers. I would argue further that most of us like it this way. If the total pie were constant and we knew it would cost us personally to help teachers earn more, might we tone down our rhetoric? The truth is that the pie is more constant than most who call for salary raises generally realize or admit. The American public may not have a significantly greater ability to pay than they currently do. Defense, jobs, the national debt, social security, health, the environment, the infrastructure, are all usually cited by most Americans as higher priorities than improving schools. I agree this is not as it should be. At the same time this perception exists. My reading of the reform literature since A Nation at Risk in 1982 is that Americans have experienced a rising tide of expectations regarding schools without a concomitant rise in their willingness to support such school improvement. The reform movement, therefore, may have exerted a net negative effect on teacher salaries. At this point I would regard the reader's view that this discussion of salaries is somewhat tangential to the issue of recruiting more minorities into teaching. This view is just one more indicator that the difficulty of

widespread increases in teachers' salaries is so difficult and of such an indirect nature, that it is an attractive sidestep from the main issue. We have 88 Blacks in the Milwaukee Public Schools who are college graduates and now work as teacher aides. They would be delighted to become teachers at ^{teacher salaries.} ~~present salary~~.

2. A second thing we are all for but which we know little about changing and therefore, have little real hope of changing, is raising the prestige of classroom teachers. The argument is made that without higher prestige we will not attract more minorities. Part of this issue relates to money; but another part relates to the conditions under which teachers work. Only 39 percent of urban teachers feel respected by society (Council of Great City Schools, 1987). Again, the bureaucracies of urban schools are highly complex organizations which have proven resistant to the results of research, unionization, logic, politics, public demand, expert opinion, or anything else. (How else but "resistant" can we still explain 30 or more elementary age children still being placed in self-contained classrooms in 1988?) While I will stand in respect and agreement with those concerned with raising the prestige of teachers, I see this as another attractive but fruitless detour.

3. We must empower teachers before more minorities will become teachers. Again, I agree. But such empowerment should in no way be used as an excuse to get on with the need to culturally diversify our teaching force now! Since the late 1950's there have been organizational efforts to give practicing teachers control, or even a significant voice, in defining requirements for state certification. To date, after three decades of organized effort, only the states of Washington and Minnesota have anything

like professional practices boards where classroom teachers are involved in setting state standards for teacher licensure. But in the world of the university, can we find even two examples where classroom teachers have a meaningful voice in setting the university requirements for certification? I think not.

4. The final appealing tangent is the most appealing and the most fruitless: if university programs would change in important ways we would attract more minorities. Meaningful, relevant change in university programs simply has not occurred in spite of incredible, persistent and widespread criticism of the quality of traditional teacher education programs since World War II.

In sum, there are many noble goals--and I salute those who are sincerely working on these grand solutions--but because they will not be readily accomplished (if at all), they actually serve as attractive detours. If one is interested in fundamental ways of improving the number of minority teachers, then improving the quality of preschool, elementary and secondary schools in urban areas is the most basic; that's where most future minority teachers go to school and that's where they can be given both the basics and the motivation for post secondary training. But as I confessed earlier, the complexity of changing urban schools must not be used as a reason for deterring us from our minority recruitment efforts.

I would now like to briefly discuss several ways to recruit and prepare more minority teachers in the shortrun. I believe anyone of these approaches can be realistically accomplished and taken together these suggestions would make a genuine impact on both the quality of schools in urban districts and on

increasing the number of qualified minority teachers for urban, suburban and small town schools.

1. Teaching vs. Screening as a Strategy for Recruiting More Minorities into Teaching

Minority students (as well as women) can be taught and coached to do better on norm referenced standardized tests, but even more important is the need to stop such tests from being used to determine achievement, potential or merit. Every year, for at least the last fourteen, females have scored lower than males on the Scholastic Aptitude Test (SAT). In 1986, this difference reached its widest gap; of 1.5 million high school students tested, girls scored 50 points lower on math and 11 points lower on verbal scores. On the American College Testing Program's ACT, taken annually by one million high school students, women averaged 1.5 points lower than men on a 36 point scale. As a result, 750 governmental and private agencies who use these tests to award merit scholarships awarded females only 36 percent of the \$23 million awarded by the Merit Scholarship Program for 1985-86 (Fairtest, 1987). In New York State which awarded \$40 million in 1986, 72 percent of the State's scholarships, each worth \$10,000, were awarded to males. In 1987, New York State awarded more than twice the number of these \$10,000 scholarships to males over females. This travesty is repeated annually and nationwide in spite of the fact that females earn higher grades than males in all subjects in high school and college, including the freshman year. In sum, norm referenced tests which are supposed to predict grades are accepted as better evidence of potential achievement than the subsequent grades which are

actually earned. In effect, we say to women, "we can't look at what you actually do, which is better than males, so we'll look at tests which purport to predict how well you are supposed to do."

There are many things which interest me about this hypocrisy and among the most fascinating is the fact that there is no Arthur Jensen using these data to prove that women are inherently inferior. A second point of interest is how little the movement to secure fair play for women is connected to the movement to secure equity for Blacks and other minorities. Is there a divide and conquer strategy operating? The scores of Blacks on SAT have risen in the period between 1975 and 1986 but have not narrowed the gap with whites (ETS, 1985). Why are we willing to make negative attributions to minorities and their life situations as explanations for their lower test scores but not make such attributions to women?

The Southern Education Foundation has recently compiled 32 studies and reports dealing with the recruitment of minorities into teaching (SEF, 1986). They cite several efforts, such as that in the University of Arkansas Pine Bluff, where minority scores on the NTE rose from 42 percent in 1983 to 95 percent in 1987 (Antonelli, 1985). There is no question that it is possible to study and prepare for norm-referenced standardized tests and not simply for the process of test taking but the content being tested. We have also learned that providing counseling and building trust between students and the faculty who coach them is a necessary ingredient. Athletics are frequently cited as an analogy: because athletes are valued they are given individual help, encouragement and tutors. Why should we do less for those minorities preparing to teach than we do for those engaged in athletics? Unfortunately,

I think we know the answer. Many universities view athletic achievement as the highest goal of the institution and are, therefore, willing to invest whatever it will cost to win.

But while these efforts to help minorities pass existing tests must continue and be increased in intensity, we must not lose sight of several other goals. Whenever possible, competencies and demonstrated behaviors must replace predictive testing. For example, if minorities can take a course and pass it with a reasonably high grade they should not be prevented from entering such a course because they scored low on a test that purports to predict how well they will do. We must not only accept but actively plan for demonstrated behaviors and competencies which can be used in lieu of standardized measures which claim to predict. It is also important that when tests are mandated that they be competency based rather than norm referenced. Few of us care that the majority of people can secure a driver's license; our concern is that the test assess what is important and relevant to performance by operators of vehicles.

I do not contend that anyone who wants to teach should be afforded an opportunity to try. Quite the contrary! That is the situation which now exists in many of our urban school districts and would perpetuate a system of miseducation for low income and minority children. What I am arguing is that in the process of teaching people to teach there is ample opportunity for direct experiences in which candidates can be observed actually relating to children and that minorities need not be cut out on the basis of admission tests before they are given an opportunity to demonstrate they can learn to perform. Many of the current criteria used for the admission of minority

students should be conceptualized as exit criteria. This will provide candidates with an opportunity to learn and demonstrate. Universities are notorious for confusing entrance and exit criteria. Many schools of Fine Arts, for example, want people to arrive as accomplished musicians or as artists with portfolios. Are we, in effect, seeking to recruit and admit students who don't need us to teach them much about teaching?

The foundation of equitable treatment is that not everyone receive the same treatment. We all would agree that an able elementary teacher provides equitable treatment by individualizing her instruction so that she gives different content and assignments to different students and spends varying amounts of time with each. We can readily recognize these distinctions in treatment as equitable behavior in the actions of the first grade teacher. Indeed, we reject the teacher who aims at the average and treats all individuals alike. But when we try to translate this principle that equitable treatment is different treatment into the realm of higher education, many people protest that individual, cultural and socio-economic differences, at this level must now be neglected in the name of standards and high quality education. But it is precisely our concern for quality that should require us to differentiate how we treat university students. Finally, instead of using norm-referenced tests to judge minorities we ought to reverse the process; we should evaluate and judge norm-referenced tests on the basis of whether they show bias in their results with various minority constituencies. This brings me full circle: minorities can be trained to do better on existing tests at the same time we can work on more equitable and alternative measures. Most of all, if universities were as willing to teach as they are to screen, the

problem would be largely solved. Universities are not courts; they need to operate on a concept of equity that emphasizes teaching and learning and not merely judging.

II. Partnerships Between Two and Four Year Institutions Is A Fruitful Approach for Recruiting and Training More Minority Teachers

The most effective way to recruit more minority teachers is for universities to form working partnerships with two year colleges. Such partnerships will require structural changes in what universities do, how they do it, who is involved and the processes of awarding state certification and licensure. Minorities constitute 21.3 percent of the population as a whole and 17 percent of two year college enrollments. At four year institutions minorities comprise 14.5 percent. At the same time, 54 percent of all Hispanics and 45 percent of all Blacks in post secondary institutions are in two year colleges (Wilson & Melendez, 1987). Two year colleges serve minorities at the point of entry, provide remediation when necessary and guide students through programs with counseling and supportive services. They have proven to be the most successful institutions for helping Hispanics and Blacks successfully make the transition from high school to higher education--and that's one major reason why minorities choose them in the first place.

We know that many minority students aspire to go on and finish bachelors degrees. Yet, minority students persist at a disproportionately lower rate than whites once they go beyond two year programs (Richardson & Bender, 1985).

At the University of Wisconsin-Milwaukee, a typical urban university, one out of every three whites earns a bachelors (in a twelve year period), while one out of eight minorities earns a bachelors degree in this same period.

If universities are serious about graduating minority students, they must form working partnerships with two year institutions.

Responding to the challenges inherent in meeting different needs and developing diverse talents cannot be accomplished by a monolithic design of higher education. . . . No single institution can be expected to offer the complete variety of courses that would permit it to respond to every challenge. (AAHE, 1986)

Minorities have found that two year institutions are cheaper, closer to home and provide a more personal, supportive environment. Minorities perceive they are being given an opportunity in these environments. This is not simply a rap at universities but a genuine recognition of two year institutions: four year colleges and universities can be more successful in attracting and educating adult students who have already had a positive two-year college experience than they have proven to be with undereducated minority youth directly from high school.

The data is clear. Most minorities will not even be in universities or remain long enough to complete baccalaureate degrees--and if they do, they will complete programs in fields other than teaching. Minorities are well represented in two year programs and universities need to make the connecting structural changes to recruit and prepare such students for teaching. Some of these structural and process changes include the following:

- planning between two- and four-year institutions regarding general education courses that will transfer.
- providing counseling and advisement services in two year centers so that students entering two year institutions know that they have the option to eventually pursue careers in teaching.

- convincing universities that they have just as much responsibility to students transferring from two year institutions as they do to "regular" students who begin and complete their general studies at the university. Transfer students cannot be a second priority.
- helping minority students with financial aid packages and/or jobs as teacher aids in local school systems. There can be no real increase in the number of minorities in teaching which ignores the financial support required for constituencies which are essentially low income groups.
- cooperative planning between faculty in university Schools of Education and those who offer general studies in two year institutions. Many state requirements for future teachers are becoming increasingly specific regarding the content of general education courses.
- helping those who come into contact with minorities to serve as role models in their personal and professional behavior.
- planning between universities and two-year institutions must involve two year faculty as equal partners in planning professional courses to be offered subsequently and to planing and offering a few Education courses in the two year institution.
- offering skills sessions and coaching for minorities prior to their taking tests for admission, completion, or state licensure.
- in the same way that two-year faculty will have some voice in professional studies, university faculty need a voice in the general studies requirements of two year institutions. For example, suggestions to emphasize and offer Black culture and the contributions

of minority group members to the humanities as part of the two-year general studies program must be heeded.

This partnership involves more than the cooperation of two and four year institutions: it also requires the cooperation of the state and local school districts. Wisconsin, for example, already has a pilot program that involves this type of planning commitment from the four institutional partners. It involves, among other things, having a system of dual admissions so that two-year students are guaranteed admission to selected university teacher education programs if they complete the agreed-upon general studies program.

The partnership between two and four year institutions is not presented here as a panacea for getting more minority teachers. My contention is that if there is a commitment to university based teacher education, then the most logical means for attracting more minorities is to take the program where minorities are--the two year institutions--and work out the required institutional agreements.

III. New Forms of Post Baccalaureate Teacher Training Programs Aimed Specifically at Minorities Will Be Needed

Generally, "post-bac" certification programs frequently provide viable means for recruiting majority college graduates who are experienced, more mature adults into teaching. These programs can also be directed at those minority college graduates who also try other careers and subsequently decide teaching may be worth a try. The distinct advantage in recruiting post-bac minorities is that there is little need to be concerned about the issues of helping them through the university or demonstrating their ability to pass

minimum standards. Following are merely a few examples of how this level of training might attract more minority candidates.

Edelfelt has outlined sixteen procedures for attracting more people representing non-traditional constituencies into teaching (Edelfelt, 1986). Many of these recommendations are quite relevant to attracting more minorities. For example, some updated version of the National Teacher Corps which would provide stipends and on-the-job internships would be most helpful. The National Teacher Corps was quite successful at recruiting whites into urban teaching during the 1960s with a loan forgiveness program--essentially tuition scholarships. Why not offer the same opportunities to minorities who want to become teachers now? In the 1990s, however, there will be no need to limit such an effort to urban schools since we need minorities in suburban schools as well. The major difference between now and the 1960s is that the federal government will not provide the sole support: states, local districts, scholarship funds and local businesses could and would contribute to such an effort to recruit minorities who are college graduates into teaching.

A second approach for attracting the minority college graduate population is to upgrade teacher aides. In Milwaukee we identified 88 Black teacher aides and paraprofessionals who are college graduates, as well as a substantial number of Hispanic aides--some of whom were M.D.'s and lawyers in Puerto Rico. Admittedly, not all of these aides and paraprofessionals can or should be trained as teachers. At the same time, many can; they need to be identified and trained. If they continue as aides during their teacher training they will have both direct experience and a salary while they are

being trained. Every major metropolitan area has such a population of aides who are minorities and college graduates. I wonder why more colleges and universities don't have teacher education programs for this population? Is it more reasonable to believe that few universities have realized this population exists, or, that universities are not motivated to plan a program to recruit and train them?

The point being emphasized here is that many college graduates who are minorities seem lost to teaching because, as undergraduates, they chose to pursue higher status more highly paid careers. In truth, many of these individuals are only temporarily lost to teaching if we can provide relevant post-bac certification programs for them.

IV. New Forms of Teacher Training, Not Controlled By Universities, Can Be Vehicles for Attracting More Minority Teachers

Alternative certification programs offered in California, Texas, New Jersey and elsewhere are aimed at college graduates who are employed directly by school districts and after a period of supervised employment, are recommended to the state for certification by the employing school district. In most cases, local universities provide some supportive courses but do not control the programs. In one sense, this model belongs in the preceding category since it is aimed at college graduates. But the point that school districts--not the universities--do the recruiting, hiring, training and make the recommendation for certification, is a significant one.

My final recommendation, therefore, refers to a type of program that is yet to be offered but which would, in my judgment, be a very fruitful means

for recruiting and training more minority teachers. I am currently involved in a planning process involving the school-districts and teacher unions of Gary, Hammond and East Chicago with the University Indiana Northwest. The thrust of this effort will be for urban classroom teachers, who are primarily minorities, to plan (and ultimately offer) a teacher education program to students who have completed everything but their professional studies. University faculty will participate but the major policy and action decisions will be made by classroom teachers. Our effort to recruit minorities will be enhanced by the fact that the program will be urban oriented, extremely relevant and hands on, supported by university financial aid packages, and showcase many minority classroom teachers who will serve as realistic, realizable models.

The final point I would urge is that every state university system declare a full-tuition scholarship for every minority high school or minority college graduate with a 2.5 G.P.A. who declares a desire to become a teacher. The President of the UW System proposed such a program and became a lightning rod for criticism (Shaw, 1987). It will take courage and commitment for public officials to explain to the general public why such a commitment must be honored. The general public as well as educational leaders must truly believe in the goal of educating more minorities for teaching before these initiatives can move from rhetoric to reality. The present situation can be summarized as follows:

1. While many minorities are in two year rather than four year institutions, recent studies indicate a decline in the number of transfers from community colleges.

2. In the 1960s and 1970s higher education institutions formed specially targeted counseling and support services to help minorities; these efforts have since been broadened to all students needing help.
3. Little progress has been made in campus race relations; groups often go their separate ways.
4. While counseling and remediation are critical to the success of minorities such programs have often been underfunded and have low campus priority.
5. There has been an annual decline in the number of Blacks awarded doctorates since the 1970s; Hispanics don't do much better (EDS, 1987).

A final prediction: The income gap between America's "haves" and "have-nots" is widening. The Hudson Institute estimates that by the year 2000 (only a decade away) 25 million new workers will be needed and that white males can be expected to provide only 15 percent of these new workers. This means we must immediately improve the education of minorities and women. What we must avoid is a situation in which our Schools of Education merely reflect the widening gap in the general society. If they do, there will continue to be low income women and racial minorities working primarily in day-care and as teacher aides earning minimum wages; mostly white women working as teachers; and mostly white males in positions of administration. In other words, there will be an intensification and deepening of the current gap into a wider one.

This scenario is out there waiting for us and will not be changed by doing business as usual; that is, by leaving universities in control over who is admitted and prepared for teaching. This paper has argued for expanding

the constituencies involved in teacher education and in holding all levels of educational institutions accountable for educating the minorities we know will be needed.

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3/3646V